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A STUDY OF THE INTEREST IN AN EXPANDED
DISTRIBUTIVE EDUCATION PROGRAM AT
BOUNTIFUL HIGH SCHOOL

by

Donald Koenig

A report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

With Emphasis in Distributive Education

Plan B

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

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Donald O. Koenig

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Introduction

Distributive education is concerned with the preparation of individuals for entry and advancement in careers in marketing and distribution. The field of distribution includes the following 19 occupational specializations:

- a. Advertising Services
- b. Apparel and Accessories
- c. Automotive
- d. Finance and Credit
- e. Floristry
- f. Food Distribution
- g. Food Services
- h. General Merchandise
- i. Hardware, Building Materials, Farm and Garden Supplies and Equipment
- j. Home Furnishings
- k. Hotel and Lodging
- l. Industrial Marketing
- m. Insurance
- n. Personal Services
- o. Petroleum
- p. Real Estate

q. Recreation and Tourism

r. Transportation

Distributive education is a sub-field of vocational education. Meyers, Crawford, and Klaurens have stated:

Vocational . . . conveys the idea that the purpose of the program is to prepare the student for gainful employment in one or more of the occupational clusters; usually in such vocational areas as distribution, health, home economics, related technical or trade, and industrial education.¹

Distributive education is therefore vocational education for students who plan to enter the marketing and distribution areas. Lucy C. Crawford and Warren G. Meyer, well known authorities in distributive education, have defined distributive education as:

A vocational instruction program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competency in one or more of the marketing functions. It offers instruction in marketing, merchandising, related management, and personal development.²

Technological advancements, competition, and new legal requirements have forced employers in the field of distribution to seek employees who have

¹Warren G. Meyer, Lucy Crawford, and Mary K. Klaurens, Coordination in Cooperative Vocational Education, (Merrill Pub. Co., 1975), p. 2.

²Lucy C. Crawford and Warren G. Meyer, Organization and Administration of Distributive Education, (Merrill Pub. Co., 1972), p. 2.

more training and preparation in this particular field. Michael F. McGowan, general manager of a Washington State food chain, substantiated this factor when he stated:

As never before, the food industry needs distributive education programs that are accountable to its needs and suitable to its standards The food industry has no place to turn for the solution to its price-cost problem except to increased productivity³ via better training and more efficient methods of food distribution.

Today's tight job market places the student at a disadvantage, the lack of job experience.

According to Mrs. Rosemary Freuhling (1975):

There is a credibility gap because schools train people for the wrong type of jobs, or jobs that do not exist; and yet infer that trade or skill jobs are inferior.⁴

A distributive education program not only provides the student with an education, but also with work experience which he receives during the cooperative phase of the program. This means that the distributive education graduate has a real "head start" in the job market with an education and job experience.

There are three aspects to a distributive education program:

1. The classroom-instructional phase
2. The Distributive Education Club of America Chapter activities.
3. The cooperative on-the-job training phase.

³Perry Mock "The Employer: What would we do without him?", American Vocational Journal, (November 1973), p. 57.

⁴Rosemary Freuhling "Speech to the Utah Vocational Association in Salt Lake City, Utah" October 10, 1975.

The classroom instructional phase provides the students with courses ranging from introductory and exploratory, to advanced courses for the students who have established a career goal in a specific marketing occupation.

The cooperative aspect of the distributive education program represents the laboratory where the student receives his on-the-job training and has an opportunity to apply the principles he has learned in the classroom. This aspect of the program is usually part-time work which is related to the student's occupational goals; and which is carefully coordinated by the distributive education teacher-coordinator.

The third aspect of the distributive education program is the Distributive Education Club of America (DECA) chapter activities. DECA is a national youth organization with chapters in local schools. The chapter meetings are usually held in conjunction with the classroom instruction (co-curricular) and are designed to provide the student with social, competitive, and leadership opportunities which he may miss because he is participating in the cooperative phase of the program.

Nationally, distributive education appropriations and enrollments have been growing at an impressive rate. The total national expenditures for distributive education was \$644,000 in 1938, \$5,408,000 in 1950, \$21,592,000 in 1965, and is currently estimated to be \$110,000,000. The number of students enrolled in high school distributive education programs was 36,008 in 1938,

364,670 in 1950, 738,547 in 1973, and are projected to reach 1,115,000 students by the year 1980.⁵

Utah has lagged behind many areas of the west in establishment of distributive education programs in high schools.⁶ Only about half of the 92 high schools in Utah claim to have distributive education programs in operation.

Salt Lake City area high schools have the greatest number of distributive education programs in the state, followed by the greater Ogden area schools. South Davis County lags far behind North Davis County, Ogden, and especially Salt Lake County schools in the development of distributive education programs.

Statement of the Problem

Bountiful High School currently offers courses in distributive education, but the program is on a much smaller scale than programs in other schools in the state. Distributive education has failed to develop into a meaningful and viable vocational educational program at Bountiful High School. This is evidenced by the fact that enrollments justified only one section of marketing

⁵ Ronald Rees, "A Brief History of Distributive Education" (a Plan B Report, Utah State University, 1975), pp. 10-11.

⁶ G. Edward Nelson "Personal Interview," Chairman of Brigham Young University Department of Business Education (May 1, 1973).

⁷ Charles Winn "Speech to the Utah State University Collegiate DECA Chapter," State Specialist in Distributive Education (October 20, 1975).

during the 1975-76 school year; and only six students pre-registered for the program during the coming 1976-77 school year. The reason for this lack of development is uncertain at this time. A systematic analysis of the interest in an expansion of the program has yet to be completed for this high school. This study had as its major goal the determination of interest in an expanded distributive education program at Bountiful High School, located in Bountiful, Utah, within the Davis County School District.

Specifically, this study sampled 10% of the sophomores, juniors, and seniors, 25 parents of these same students, and 25 businesses engaged in distribution in the Bountiful area, to determine:

1. The number of students who plan to enter careers in distribution after graduation.
2. The number of students who are interested in an expanded distributive education program at Bountiful High School.
3. The number of parents who are supportive and would encourage their children to participate in such an expanded program.
4. The number of local firms engaged in distribution who are interested and willing to participate in an expanded program.

Importance of the Study

This study has as its major purpose the determination of the interest in an expanded distributive education program at Bountiful High

School. The major parties who will benefit from an expansion of the Bountiful High program include the firms which are engaged in distribution in the Bountiful area, Bountiful High School students, the parents of these students, Bountiful High School, and the community as a whole.

An expanded distributive education program at Bountiful High School will mean that more students would be able to benefit from the availability of this program.

Businesses engaged in distribution will have an available source of interested and well trained personnel.

The parents of students enrolled in distributive education will see their children graduate from high school with an occupational objective and work experience.

The school will benefit from the increase in community esteem which is generated from a successful vocational education program.

The community as a whole will benefit from an increased sense of community understanding and cooperation.

In addition to the potential benefits derived from the establishment of such a program, there is growing evidence that the need for people trained for careers in marketing and distribution is steadily increasing. This trend has been directly related to the development of our mass consumption system.

A mass production economy is practical only when a mass distribution system exists which can effectively direct the volumes of goods and services to the ultimate consumers. Unlike production jobs which have been producing

more goods with fewer people, distributive and service jobs have not and often can not be automated to the same extent as production. This idea is phrased in the idea "The fiddler cannot fiddle faster"; meaning that certain jobs (especially service jobs) cannot be done faster and faster and still be done well. America is today in a new phase: the desire for luxury and leisure which a service economy provides. A good example of this trend toward a service economy is within the food service industry. Americans are eating out more often than ever before. Americans currently spend about 27% of their food dollars in restaurants; and this figure is expected to reach 50% by 1980.⁸

Many marketing and distribution careers fall within the service category of jobs as listed below. Nationally, this area has been leading all the other job categories in the percent of increase in jobs. In 1972 the top four categories were:

Service Jobs	3.8% increase
Government Jobs	3.7% increase
Financial Jobs	3.3% increase
Trade Jobs (crafts)	2.4% increase ⁹

⁸ Max Pearson, "Speech before the Utah Distributive Education Assn. at Salt Lake Hilton Hotel," Hilton Executive, (October 10, 1976).

⁹ Utah Department of Employment Security, Utah Labor Market Information State Totals 1950-1972. Table A, p. 3.

Utah employment statistics show a similar trend, but a much faster growth rate. Service jobs again lead the way.

Service Jobs	5.2% increase
Financial Jobs	4.6% increase
Government Jobs	4.0% increase
Trade Jobs (crafts)	3.5% increase ¹⁰

The above data of employment statistics in service and other distributive occupations for Davis County is included to give the reader a better understanding of the employment pattern that an expanded distributive education program at Bountiful High School would face. Since career placement and satisfaction are the end products of distributive education, the teacher-coordinator and students should be aware of the job market statistics and the employment patterns for their area.

Definition of Terms

Cooperative Education: A program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate

¹⁰ Ibid.

half-days, full-days, weeks, or other periods of time in fulfilling the cooperative work-study program.¹¹

Coordination: The systematic visitation, rating, counseling, problem-resolution, and the related classroom instruction which the teacher-coordinator provides at the training station and the school on behalf of the student trainee and on behalf of the training sponsor.

Distributive Education: An instructional vocational program in which persons prepare to enter or prepare for advancement in distributive occupations. Instruction is offered within the 19 occupational specialties in distribution.

Student Trainee: Student enrolled in cooperative phase of the marketing and distributive education program.

Teacher-Coordinator: The individual responsible for placement of the student, coordination of his work experience, and teaching the related classroom instruction.

Training Sponsor: The employer or supervisor directly responsible for the student trainee's on-the-job training.

¹¹Warren G. Meyer, Lucy Crawford, and Mary K. Claurens, Coordination in Cooperative Vocational Education, Merrill Pub. Co. (1975) p. 2.

Training Station: The business or location where the student receives his on-the-job training.

Scope of the Study

The purpose of this study was to determine if there is an interest in an expanded distributive education program at Bountiful High School. To accomplish this purpose, a survey of 10% of the sophomores, juniors, and seniors of Bountiful High School during the 1975-76 school year was taken. A sample of 25 parents of these same students was also taken.

The survey of 25 distributive businesses was taken in Bountiful, West Bountiful, Woods Cross, North Salt Lake, Centerville, and the unincorporated areas served by these cities. The geographic limits of the survey were set within these cities so that no student would be required to travel more than five miles from Bountiful High School to go to work.

Review of Literature

The purpose of this chapter is to review other studies completed to date with subjects related to this paper. In addition, this chapter will examine employment data related to the Davis County and Bountiful City areas which support the need for the expansion of the program.

Lowe Study

Lowe, in his 1963 dissertation "The Need for and Ability to Support a Program of Cooperative Vocational Business Education in the Salt Lake City High Schools,"¹² found the following:

1. Of the 3198 Salt Lake High School students surveyed, 1323 already had part-time jobs.¹³
2. Of those 1323 jobs, 49.3% of those were in the marketing and distribution fields.¹⁴
3. Of the 3198 students surveyed, 2015 (63%) said they would have wanted help in finding part-time jobs.¹⁵

¹² Calvin D. Lowe "The Need for and Ability to Support a Program of Cooperative Vocational Business Education in the Salt Lake City High Schools." (Unpublished Dissertation, Utah State University, 1963).

¹³ Ibid., p. 63.

¹⁴ Ibid., p. 64.

¹⁵ Ibid., p. 63.

4. Of the 1021 businesses asked to respond, 636 did. Three hundred and thirty-four of these 636 firms indicated a willingness to hire part-time high school students.¹⁶

5. Less than 1% of Salt Lake City's high school students were enrolled in a distributive education class during the 1961-62 school year.¹⁷

Lowe found interest to be very high for Cooperative Vocational Business Education. Six hundred and fifty of the students were already getting on-the-job work experience, but most of these were not getting related classroom instruction on the benefits of supervised coordination.

Jensen Study

Jensen, in his study "An Evaluation of Distributive Education at Tooele High School,"¹⁸ set out to determine the extent of student, parent and business interest in expanding the distributive education program at Tooele High School.

The study contained a section where students, parents, and business were able to indicate the classes they felt most essential for success after graduation.

¹⁶Ibid., p. 43

¹⁷Ibid., p. 76.

¹⁸Hubert J. Jensen "An Evaluation of Distributive Education at Tooele High School" (in "Plan B" report, Utah State University, 1969).

The results of the student poll were:

First choice was distributive education classes (83.6%)

Second choice was office education (82.8%)

Third choice was homemaking (68.8%)

Fourth choice was technical education (68%)

Fifth choice was industrial arts (60.6%)

Sixth choice was agriculture (53.3%)

Seventh choice was architectural drawing (51.6%)

Eighth choice was drafting (49.1%)

Ninth choice was machine shop (47.5%)

Tenth choice was welding (40.1%)¹⁹

The parents listed the most essential classes after graduation as:

First choice was office education (88.7%)

Second choice was homemaking (85.4%)

Third choice was technical education (83.8%)

Fourth choice was distributive education (80.6%)

Fifth choice was industrial arts (77.4%)

Sixth choice was drafting (72.3%)

Seventh choice was machine shop (71%)

Eighth choice was architectural drawing (69.6%)

¹⁹Ibid., p. 25.

Ninth choice was welding (61.5%)

Tenth choice was agriculture (54.8%)²⁰

The students listed distributive education first (83.6%) whereas the parents listed distributive education in fourth place (80.6%). The other choices were almost identical in their rank order.

Other results were:

1. Seventy-one percent of the Tooele High School students surveyed planned business careers.

2. Eighty-four percent of the students surveyed were interested in cooperative distributive education.

3. Ninety percent of the parents surveyed would encourage their children to participate in a cooperative distributive education program.²¹

Fillmore Study

Keith Fillmore's study "Guideline for Establishing a Cooperative Distributive Education Program at Box Elder High School"²² recounts an actual experimental project of implementing a cooperative distributive educational program in a town with considerable resistance to federally sponsored programs. A secondary goal was to develop guidelines for program development in distributive education.

²⁰ Ibid., p. 31

²¹ Ibid., p. 37.

²² Keith Fillmore "Guidelines for Establishing a Cooperative Distributive Education Program at Box Elder High School" (a Plan "B" Report, Utah State University, 1969).

The Fillmore study determined the following eight points to be essential for the successful implementation of a distributive education program:

1. Good public relations program must exist.
2. Careful selection of distributive education students is necessary.
3. A well planned program structure is required.
4. Select good training stations.
5. Students must be closely supervised and coordinated.
6. Establish a chapter of the Distributive Education Clubs of America.
7. Develop a model store.
8. Develop a good curriculum.

The conclusions of the study at Box Elder High School were:

1. The program was successfully instigated.
2. The community was enthusiastic about the program.
3. The students had enthusiastic attitudes toward the program and

responded favorably.²³

4. The school administration was impressed with the public relations work, the community response, the program content, and the student support.

5. A full-time teacher-coordinator was hired the next year.²⁴

²³ Ibid., p. 55.

²⁴ Ibid., p. 56.

Fillmore's recommendations included the establishment of an advisory committee for the program. The members should be chosen from all facets of the community: the PTA, parents, school faculty and administration, civic leaders, members of the Chamber of Commerce, and students.

Throughout his conclusion and summary, Fillmore attributed the real success of the Box Elder experiment to good communication and cooperation with all the parties involved.

Background Information Concerning Davis County

Davis County lies between Salt Lake and Weber Counties, and is one of the smallest counties in the state as measured by land area; yet its unique location is allowing it to become a distribution and manufacturing center for the entire West.²⁵ The number of employers is given by job categories in Table 1 on the following page. This information is provided to give the reader a better idea of the job market pattern which a distributive education teacher-coordinator could expect to encounter while placing students.

The number of people employed in Davis County rose from 22,580 in 1964 to 36,450 in 1974; a rise of 60%.

²⁵"Look What Davis County Has Done Over the Past 10 Years," A insert to the South Davis Phone Book (1976).

Table 1
 Number of Employers by Different Categories.²⁶

Categories	1964	1975
Manufacturing	53	88
Mining	4	2
Construction	204	251
Transportation, Communication, and Public Utilities	33	54
Trade (wholesale and retail)	303	400
Finance, Insurance, and Real Estate	65	82
Service and Misc.	<u>176</u>	<u>312</u>
Totals	889	1252
Government	51	63

²⁶Ibid.

Background Information Concerning Bountiful City

The city of Bountiful was originally settled as an agricultural community. The city had developed into the trade and service center for South Davis County long before World War II; but the surrounding areas were still mostly agricultural as was much of Bountiful. After the war came a period of very rapid growth for the area; firms began to move into the city with new stores because people were coming to Bountiful in record numbers. Additionally, the people of Bountiful were demanding and patronizing businesses that were closer to home, rather than driving all the way into Salt Lake City. This was especially true for staple items.

Bountiful is now the commercial and economic center of South Davis County and is likely to continue in that role through the 1990's.²⁷ Three hundred acres are zoned for commercial use, of which 131 acres is already developed and in use. Another 120 acres is expected to be developed by 1990, leaving an additional 130 acres available and zoned for commercial use.²⁸

Commercial development through the 1990's is expected to occur in five major areas within Bountiful's city limits:

1. Main Street--from Fourth North to Seventh South; and from 15th South to 26th South.

²⁷Davis County Master Plan, p. IV-48.

²⁸Ibid., p. IV-48.

2. Five Points Shopping Center (1500 South Main, Bountiful)
3. Fifth South--from Main Street to I-15.
4. Second West--from 10th North to 15th South.
5. Pages Lane Shopping Center²⁹ (300 East Pages Lane, Bountiful).

An interview with Mr. Earl King, Director of Industrial Development for Davis County, produced the following information:

1. No giant mall was foreseen for the Bountiful area.
2. One of the most promising areas of new business development is the new 1000 acre business park which is being developed along I-15 Woods Cross and North Salt Lake. This tract of land is intended to be primarily a warehouse and distribution area; and not an industrial manufacturing area.³⁰

Within Davis County, the trend of "overall" employment has been shifting from the northern to the southern part of the county. In 1968, 76% of the jobs were in the north, 24% in the south. In 1973 this had shifted to 68% in the north, 32% in the south.³¹ This is due mostly to the rapid growth and development in the southern part of Davis County, and a slow down in the expansion at

²⁹ Ibid.

³⁰ Earl King "Personal Interview," Director of Industrial Development for Davis County (December 16, 1975).

³¹ Utah Department of Employment Security, Employment by Work Site in Davis, Salt Lake, Utah, and Weber County Planning Areas 1968-74, p. 3.

Hill Air Force Base. The majority of the 1974 employment in manufacturing, transportation, and government was located in the Clearfield-South Weber Areas, whereas the largest concentrations of construction, trade, and financial employment was located in Bountiful.³² Studies conducted in Bountiful have indicated that the trade* and service industries are growing rapidly, that more residents are trading at home and using local services than ever before.

³²Ibid.

*Note: The term trade is used in the merchandising sense.

Methods and Procedures

It was the purpose of this study to determine if there is an interest in an expanded distributive education program at Bountiful High School. To accomplish this purpose a survey was conducted of 10% of the sophomores, juniors, and seniors at Bountiful High School during the 1975-76 school year. Twenty-five parents of these same students and 25 firms engaged in distribution in the Bountiful area were also surveyed.

Five classes (of 150 students), consisting of sophomores, juniors, and seniors, were selected for inclusion in this study. The classes selected for inclusion were chosen by the school counselors to achieve a cross-section of the student body. The five classes selected were: two American history classes, one American government class, one economics class, and one sociology class. The students of the five selected classes were surveyed in person with a written questionnaire which they then filled out. The instructions on how to complete the survey instrument were provided to the participating students. The specific purpose of the survey was not directly revealed. The survey instrument was a combination of both the Closed and Likert forms (see Appendix A). The questions asked of the students were to determine the student's:

1. Current knowledge of distributive education.
2. Present employment status; including type of job.
3. Career goals after graduation.
4. Interest in distributive education as compared to work release time.

The students surveyed were asked to list the phone number of their parents (or address if they had no phone). A telephone interview followed within a few days to interview the parents of the surveyed students. A short list of Closed form questions and Likert type of preferences (see Appendix B) were asked to determine the parents :

1. Knowledge of distributive education.
2. Interest in distributive education for their children.
3. Opinions and comments on distributive and general education.

The business surveys were taken of 25 firms which were engaged in marketing and distribution activities in the Bountiful area. The firms selected were taken from the 200 firm list of the Bountiful Area Chamber of Commerce. Selection of the actual firms to be surveyed was done by using a table of random numbers. The drawing of the random numbers was done by a disinterested third party.

The business survey instrument was of the Closed and Likert types (see Appendix C). This instrument inquired of their:

1. Current knowledge of distributive education.
2. Level of interest in distributive education.
3. Ability to participate in distributive education.
4. Current level of participation in distributive education.

The survey instruments were hand delivered to the firms and picked up in person by the researcher within a 24 hour period. This method allowed for quick feedback and correction of problems.

The data were derived from the surveys of the students, the parents, and the businesses, to determine their present knowledge, current employment status, and interest in distributive education. The results are presented in numerical and percent form following each statement of purpose.

Questionnaire items 5 and 6 (Student Survey) and questionnaire items 8 and 9 (Business Survey) were not reported in the findings since their content represented non-related questions requested by the principal of Bountiful High School.

Findings

This study had as its major purpose the determination of the interest in an expanded distributive education program at Bountiful High School, Bountiful, Utah. To accomplish this purpose, a 10% survey was taken of the sophomores, juniors, and seniors at Bountiful High School during the 1975-76 school year. A random sample of 25% of the parents of these same students were also surveyed. Additionally, a representative group of 25 Bountiful area distributive businesses were sampled (see Appendix D).

This chapter presents the results obtained from the three questionnaires administered to the students, parents, and distributive businesses in the Bountiful area. Since the questionnaires were all personally administered, a 100% response was obtained. The results are presented in order of the stated purpose of this study.

Purpose 1: To determine the current employment status, knowledge of, and interest in distributive education.

Table 2 shows that 45% of all students surveyed planned a career in business, of which 32% planned to enter a career in distribution. Eighty-three percent of all students surveyed planned to continue their education at a college or university; 12% of which planned to study in a distributive related area.

Table 2

Students Future Career and Educational Goals

Career and Educational Goals	Number of Yes	Per- cent	Number of No	Per- cent	Number of Unde- cided	Per- cent
1. Students planning a business career	68	45	82	55		
Number of students answering Yes who plan careers in office	29	43				
Number of students answering Yes who plan careers in distributive areas	22	32				
Number of students answering Yes who were undecided					17	25
2. Number of students planning to continue their education at a college or university	125	83	25	17		
Number of students answering Yes who plan to get a college or university education in a distributive area	14	11				
Number of students answering Yes who plan a college or university education in other areas	91	73				
Undecided Majors					20	16
3. Number of students planning to continue their educations at a trade or technical school	25	17	125	83		
Number of students who answered Yes who are planning an education in a distributive area at a trade or technical school	2	8				
Number of students answering Yes who are planning an education in an other area at trade or technical school	23	92				

The idea of having a part time job during high school was supported by 75% of the students surveyed (Table 3); 74% of these same students estimated that their parents reaction would be favorable towards them holding a part time job. The students currently working at part time jobs were 58% of the students surveyed, of which 34% said that they held jobs in a distributive occupation.

Students who indicated that they were not familiar with distributive education were 60% (Table 4); students claiming some knowledge were 27%; and students claiming familiarity were 13%. After an explanation of distributive education was given, 80% of all students surveyed expressed an interest in this program area (Table 5).

The student's rank-order placed the priority of "getting a general education" in first place, to "learn a specific skill" was ranked second, to "earn money" was third, "all of the above" came in fourth, and "other" fifth (Table 6). The most common "other" mentioned was marriage, especially by the female respondents.

Purpose 2: To determine the current knowledge, opinions, and interests of the parents of the students.

Table 7 summarizes the questionnaire administered to parents of students which were included in this study. Data on this table shows that 56% of the parents surveyed thought that high schools were doing an adequate job of preparing students for careers, with 40% disagreeing. Seventy-two percent of the parents indicated that high schools should be involved in

Table 3

Student's Employment Status, Interest in Part Time Work while Attending School, and Student's Opinion of Parental Approval of Part Time Work Experience

	Number of Yes	Per- cent	Number of No	Per- cent	Number of Unde- cided	Per- cent
1. Number of students currently working part time jobs	87	58	63	42		
Number of those responding Yes employed in a distributive area	34	39				
Number of those responding Yes employed in other areas	53	61				
Number of those responding Yes working in the Bountiful area	86	99				
Number of those responding Yes working in Salt Lake area	1	1				
2. Students approval of part time work experience while attending high school	112	75	38	25		
3. Students estimate of parental approval of part time work experience	114	74	10	7	26	17

Table 4

Student Familiarity with Distributive Education

	Number of very Familiar	Percent	Number of some Knowledge	Percent	Number not Familiar	Percent
1. Students familiarity with distributive education at Bountiful High School	20	13	41	27	89	60

Table 5

Student Interest in Distributive Education

	YES	Percent	NO	Percent
2. Student interest in distributive education	120	80	30	20

Table 6

Student's Rank Order of Priorities of Selected Questions

Category	Choice	Number choosing this category	Percent of total students
(a) To get a general education	1st.	52	34
	2nd.	31	21
	3rd.	25	17
	4th.	10	7
	5th	32	21
(b) To learn a specific skill	1st.	30	20
	2nd.	47	31
	3rd.	38	26
	4th.	15	10
	5th	20	13
(c) To earn money	1st.	17	12
	2nd.	32	21
	3rd.	49	32
	4th.	32	22
	5th.	20	13
(d) All of above	1st.	28	19
	2nd.	2	1
	3rd.	10	7
	4th.	53	35
	5th.	57	38
(e) Other	1st.	7	5
	2nd.	9	6
	3rd.	7	5
	4th.	50	33
	5th.	77	51

Table 7

Parents Views on Career Preparation, Vocational Education,
and Distributive Education

	Number of Yes	Per- cent	Number of No	Per- cent	Number of Unde- cided	Per- cent
1. Parents believing that high schools are doing adequate career education	14	56	10	40	1	4
2. Parents believing that career exploration should be done in high school.	10	40	15	60		
3. Parents believing that high schools should be complete vocational training centers for direct job entrance.	10	40	15	60		
4. Parents who would encourage a work release experience for their children	12	48	13	52		
5. Parents familiar with distributive education	7	28	18	72		
6. Parents who would encourage a distributive education experience for their children.	19	76	3	12	3	12

career education and exploration; but 60% of the parents surveyed indicated that high schools should not become so specialized that they are entry level training centers for vocational jobs. Only slightly over a quarter of the parents surveyed (28%) knew what distributive education was.

A slight majority of parents (52%) said that they would not encourage their children to participate in a work release program where they would be dismissed from school to go to work (no credit); but 76% of the parents said that they would encourage their children to participate in a distributive education program where the students worked; but were still receiving school credit and school supervision while they worked.

Purpose 3: To determine the current level of knowledge, current participation, and interest in distributive education, of the businesses engaged in distribution in the Bountiful area.

A total of 25 business firms engaged in distribution were surveyed. Tables 8, 9, 10, 11 and 12 show the responses from the business firms were surveyed. Eighty percent of the businesses surveyed said that they were acquainted with distributive education (Table 8). Sixty-eight percent of the firms said that they would be willing to employ a distributive education student on a part time basis; 12 firms were undecided. The number of positions which could potentially be filled by part time distributive education student trainees was closely related and roughly equal to the current number of part time jobs which are now filled by all high school students (Tables 9 and 11), but these figures showed little relationship to the

Table 8

Business Acquaintance With and Interest In Distributive Education

	Number of Yes	Per- Cent	Number of No	Per- cent	Number of Un- decided	Per- cent
1. Businesses acquainted with distributive education	20	80	5	20		
2. Businesses interested in learning more about distributive education	20	80	5	20		
3. Businesses who would be willing to employ a part time distributive education student	17	68	5	20	3	12

Table 9

Business' Current Employment Status of Part Time High School Students

	None	Per- cent	One to Three	Per- cent	Three to Ten	Per- cent	Over Ten	Per- cent
Number of all high school students currently employed by distributive businesses	5	20	12	48	7	28	1	4

Table 10

Business' Current Employment Status of all Part Time Personnel

	1 to 9	Per- cent	10 to 15	Per- cent	16 to 20	Per- cent	21 to 25	Per- cent	26 to 30	Per- cent	Over 30	Per- cent
Total number of employees on a part time basis	17	68	3	12	2	8	1	4	0	0	2	8

Table 11

Estimated Potential of all Part Time Jobs which could be filled with Distributive Education Student Trainees

	None	Per- cent	1 to 3	Per- cent	4 to 10	Per- cent	11 to 15	Per- cent	Over 15	Per- cent
Estimated number of all part time jobs which could potentially be filled by distributive education student trainees	5	20	14	56	4	16	1	4	1	4

Table 12

Reasons for Business Non-Participation in Distributive Education by Selected Categories*

Not Interested	Per-cent	Against company policy	Per-cent	Against Union policy	Per-cent	Never Approached	Per-cent	No Part Time employ.	Per-cent	No Part Time Job	Per-cent	Other	Per-cent
3	12	0	0	0	0	10	40	0	0	1	4		

* Total not participating: 56%

category of all part time employees (Table 10). The majority of the firms currently not participating in distributive education (71%) indicated that they had never been approached on the subject (Table 12). Only 20% of the firms surveyed were not interested in hiring distributive education student trainees (Table 8).

Conclusions and Recommendations

This study had as its major purpose the determination of the interest in an expanded distributive education program at Bountiful High School. This study surveyed 10% of the sophomores, juniors, and seniors at Bountiful High School during the 1975-76 school year. A smaller random sample of the parents of these same students was also taken. Additionally 25 firms engaged in distribution in the Bountiful area were also surveyed. The purpose of this chapter is to present the conclusions and recommendations derived from the findings of this study.

Conclusions

The first purpose of this study was to determine the current knowledge, employment status, and interest of Bountiful High School sophomores, juniors, and seniors in an expanded distributive education program.

1. A significant number of students (45%) plan to enter a business career.
2. Thirty-two percent of those planning a business career indicated that they intended to obtain a job in distribution.
3. One quarter of those students who planned a business career had not decided on a specific business occupation that they would seek.

4. The vast majority of the students surveyed (83%) plan to continue their education at a four year college. Eleven percent of these same college bound students said that they would enter a distributive related major.

5. Seventeen percent of all students surveyed planned an education at a trade or technical school; 8% of which indicated distributive related majors.

6. Seventy-five percent of the students surveyed approve of high school students working part time. These same students estimated that 74% of their parents would approve of their working.

7. Fifty-eight percent of the students surveyed were already working in part time jobs; 34% of which held distributive jobs.

8. Ninety-nine percent of the employed students work in the Bountiful area.

9. Distributive education is not well known by the students at Bountiful High School; 60% of those surveyed claimed they were not familiar with distributive education, and 27% claimed to have some knowledge. Only 13% of the students surveyed said that they were very familiar with distributive education.

10. Four out of five students said that they would be interested in such a program once it was explained to them.

11. The students ranked first in order of priority the attainment of a general education, second was to learn a specific skill, third was to earn money, "all of the above" and "other" ranked fourth and fifth respectively.

The second purpose of this study was to determine the knowledge and interest of parents in distributive education.

1. A large number of parents (40%) indicated that they thought that high schools were not doing an adequate job of preparing students for careers.

2. Most parents surveyed indicated that high schools should teach career and vocational subjects (72%); but 60% also suggested that high schools should not go so far as to become total vocational schools for entry level training.

3. Seventy-two percent of the parents were not familiar with distributive education.

4. A slight majority of the parents (52%) would not encourage their children to participate in a work release experience.

5. Seventy-six percent of the parents liked the distributive education program once it was explained to them; and they would encourage their children to enroll.

The third purpose of this study was to determine the current knowledge, participation, and interest of distributive businesses in distributive education.

1. Eighty percent of the business firms surveyed were familiar and interested in distributive education.

2. Sixty-eight percent of the business firms surveyed said that they would definitely be able to employ a distributive education student trainee on a part time basis.

3. Twelve percent of the firms were undecided about hiring distributive education student trainees.

4. The survey indicated that the total potential job market for distributive education student trainees in Bountiful was almost identical to the total number of part time distributive jobs which are now held by high school students.

5. Fifty-six percent of the firms said that they were not currently participating in a distributive education program; 71% of these non-participating firms indicated that they had never been asked to participate.

6. Only 20% of the firms surveyed were not interested in distributive education.

Based on the aforementioned conclusions, the following recommendations are made:

1. An expanded distributive education program should be offered as an opportunity for those students with distributive career interests.

2. Bountiful High School personnel should explore the possibility of offering specialized classes in distributive education content areas; to serve the students with specific career goals.

3. Bountiful High School personnel need to examine the content of the curriculum offerings in all business areas to determine if the needs of the students and the employers are being met. If these needs are not being met, the school should consider the addition of more course offerings in the business program.

4. A strong public relations program should be started to draw attention and support from the community for distributive education.

5. An advisory committee should be established; consisting of interested businessmen, parents, and faculty, to facilitate and improve the distributive education program and facilities.

6. A detailed study of Bountiful area distributive businesses should be undertaken to gather their ideas as to what should be included in the distributive education curriculum at Bountiful High School.

7. A strong effort should be made to attract the 80% of the students who were interested in distributive education. This would include in-school promotion and recruitment, counseling, screening, interviewing, etc.

8. A strong effort should be made to attract the large number of Bountiful High students into the distributive education curriculum who already have jobs in distributive areas, to enhance and strengthen their work experience.

9. Since so few distributive businesses are currently participating in the distributive education program at Bountiful High School, an attempt should be made to enlist their understanding and support. An attempt should also be made to recruit potential training stations with these businesses.

10. The school administration needs to undertake the task of educating and informing parents of the purposes and concepts of career exploration and education.

11. The teacher-coordinator and the school counselors should work together to plan the students schedules so as to maximize the employers needs and the educational needs of the students.

12. The related classwork should concentrate on building good attitudes, working habits, social skills, dependability, and other proper work attitudes necessary for proper job success.

13. Since a large majority of the students surveyed plan a college education, consideration should be given to developing a one-year accelerated marketing class which would introduce the students to the career opportunities in marketing; as well as acquaint these students with the educational requirements.

14. A study identical to this should be undertaken to validate the findings, conclusions, and recommendations of this study.

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Appendices

Appendix A. Survey of Students

Parent's Phone _____

When best to call _____

PLEASE CHECK THE BEST ANSWER FOR EACH QUESTION. IF YOU DON'T KNOW, CHOOSE THE ONE YOU THINK IS BEST.

Yes No

- _____ 1. Do you intend to enter a business career after graduation?

If you answered yes, please check the appropriate area of business you would prefer. (Check a or b)

- a. Office (secretarial, accounting, data processing, etc.) _____
 b. Marketing and distribution (retailing, sales, transportation) _____

- _____ 2. Do you intend to continue your education at a college or university?

If you answered Yes, what area do you plan to major in?
 Please specify _____

- _____ 3. Do you intend to continue your education at a trade or technical school which would require less than four years to complete?

If you answered Yes, what area do you plan to major in?
 Please specify _____

- _____ 4. Do you think the school should make available more vocational education classes?

- _____ 5. Do you think a high school student should work part time while attending school?

- _____ 6. Do you believe the school should require more general education classes for students?

7. Would your parents approve of you working part time while attending high school? (check one)

Would approve _____ Would Object _____ Don't Know _____

8. Are you familiar with Distributive Education at Bountiful High
 Very Familiar _____ Some Knowledge _____ Not Familiar _____

- ____ 9. Are you presently employed? If yes, please answer the following

Please fill in the name of your company_____

What is the job you do and your job title?_____

_____Location_____

How many hours do you work (average) per week? (check one)

1-5____ 6-10____ 11-15____ 16-20____ 21-30____ Over
30____

10. Please rank order the following (one being your first choice, five your last)
- (a) to get a general education____(b) to learn a specific skill____
(c) to earn money____(d) all of above____(e) Other (specify)_____
- ____ 11. Would you be interested in participating in a Distributive Education program which would give you high school credit and pay for working a part time job in your career interest area?

Appendix B. Parents Telephone Interview GuideYes No

- _____ 1. Do you believe that high schools are doing an adequate job of preparing students for careers?
- _____ 2. Do you believe that it should be the role of the high school to attempt to educate students in the career areas to try to identify if the student has career interests in a vocational area?
- _____ 3. Do you think that high schools should train students for entrance into specific jobs in vocational areas if the student has a specific career interest in a vocational area?
- _____ 4. Would you encourage your son or daughter to participate in a work release program where he or she would be dismissed from school for approximately two hours a day to work in a part time job? (receiving no credit)
- _____ 5. Do you know what Distributive Education is?

IF THE PARENT DOES NOT KNOW, A BRIEF DEFINITION WILL BE GIVEN AND QUESTIONS ANSWERED.

Definition: Distributive Education is education to prepare persons for or improve performance in the area of marketing and distribution; such as retailing, transportation, sales, and over a dozen more areas.

- _____ 6. Would you encourage your son or daughter to enroll in a Distributive Education program (assuming a career interest is evident), in which he or she would be placed in a part-time job in marketing and distribution in their interest area. The student would be supervised while on the job, and would receive high school credit. The student would be required to enroll for a related class at the high school.

Appendix C. Survey of Business Firms in the
Bountiful High School Area

Name of Firm _____ Phone _____

Information provided by: _____
 (Signature and Title)

PLEASE INDICATE YOUR SITUATION AS IT APPLIES TO YOUR BUSINESS FIRM
 BY CHECKING THE APPROPRIATE BLANK.

Yes No

_____ 1. Are you acquainted with the Distributive Education Program?

_____ 2. Are you interested in learning more about the Distributive
 Education program at Bountiful High School?

_____ 3. Would you be willing to employ a DE student on a part-time
 cooperative education basis if it were part of their school
 program?

4. How many part-time high school students do you now employ?
 None _____ One to Three _____ Three to Ten _____ Over Ten _____

If you do employ part time high school students, how many of
 these are participating in some form of Distributive Education?
 One to Three _____ Three to Ten _____ Ten and over _____

5. How many employees do you currently employ on a part time
 basis?
 1-9 _____ 10-15 _____ 16-20 _____ 21-25 _____ 26-30 _____ Over 30 _____

6. How many of these part time jobs could potentially be filled by
 part time Distributive Education students on a cooperative
 education basis? (Please check one)
 None _____ 1-3 _____ 4-10 _____ 11-15 _____ Over 15 jobs _____

7. If you are not currently participating in a distributive education
 program, please check the appropriate reason.

_____ not interested	_____ no part time employees
_____ against company policy	_____ no part time jobs now
_____ against union policy	Other (Specify) _____
_____ never approached	

____ 8. Does your firm have a formal training program for new employees?

FOR THOSE EMPLOYERS WHO ARE NOW EMPLOYING OR HAVE EMPLOYED
DISTRIBUTIVE EDUCATION STUDENTS, PLEASE ANSWER THE FOLLOWING.

9. How do you rate Distributive Education student trainees as compared
to other part-time employees?

Better ____

No Difference ____

Not as good ____

COMMENTS: Please make any additional comments that you feel appropriate
on back.

Thank you

Appendix D

Table 13

Number and Percent of Business Firms Surveyed by Category

Category of Firm	Number Surveyed	Percent
Bank (Finance)	1	4
Grocery Store (Food Distribution)	3	12
Dept. Store (Gen. Merch.)	1	4
Novelty Store (Gen. Merch.)	2	8
Drug Store (Gen. Merch.)	3	12
Clothing Store (Apparel)	3	12
Automotive Parts (Automotive)	1	4
Floral Shop (Floristry)	1	4
Bridal Shop (Retail)	2	8
Furniture (Home Furnishings)	2	8
Lunch Counter (Food Dist.)	1	4
Lumber Yard (Building Matls.)	1	4
Lumber and Appliance	1	4
Fabric Shop (Retail)	1	4
Stationary Shop (Retail)	1	4
Insurance Agency (Finance)	<u>1</u>	<u>4</u>
Totals	25	100

Appendix E. Comments Made by Parents;
Comments Made by Students; and Comments
Made by Businessmen

The following comments are some of those made by parents when responding to the survey:

The kids need time, and should not be pushed into a vocation.

I really would like to see the program started; I was divorced and had to find work.

Its better than playing.

The kids are not stable enough to make a decision.

It depends on the kid, it would be good for some kids.

People are over educated.

Some students want the easy way out.

A premature career choice may make it difficult to get out of later.

Comments Made by Students

The following comments are some of those made by students responding to the survey:

It's ok if you keep up your grades

Very interested.

I think that they should do away with all types of general education classes.

Maybe, if the student can handle it.

If it's legal.

It depends.

Depends on the students' extra activities etc.

Only if he wants to.

Depends on the kid.

If the job will benefit his future.

Depends on the family situation.

Comments Made by Businessmen

The following comments were made by businessmen responding to this survey:

The kids want more non-academic subjects.

The problem with kids is that they only work for money.

I believe that working keeps the kids off the streets, burns off his excess energy, and helps stop crime.

Kids need money.

I will hire a kid who comes in four or five times to look for a job.

You have got the wrong type of kids in your program.

Hours of work availability are a problem.

It's a good program.

The kids are not realistic.

There is a definite lack of communication between the student, teacher, and employer.

Vita

Donald O. Koenig

Candidate for the Degree of

Master of Science

Plan B Report: The Study of the Interest in an Expanded Distributive
Education Program at Bountiful High School

Major Field: Business Education

Biographical Information:

Personal Data: Born in Salt Lake City, Utah, November 24, 1950,
son of John O. and Mirriam M. Koenig.

Education: Graduate of Bountiful High School (1965)
Graduate of the University of Utah (1972) B.S. Finance
Graduate of Utah State University (1977) M.S. Business
Education

Professional Experiences:

Executive training program in saving and loan association (1 year)
Pro-cashier in commercial bank (1 1/2 years)
Assistant credit manager at retail tire store (2 months)
Journeyman: retail grocery chain (4 1/2 years)
Teaching assistant at Utah State University (1 year)